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AUTHOR Brown, Dennis; And Others
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ABSTRACT

The English as a second language (ESL) programs at El Paso Community College, Texas, are described. The ESL curriculum focuses on speaking, listening, reading, and writing; and attempts to integrate ESL English, reading, and speech into comprehensive language development programs. The basic competence program of the ESL curriculum consists of four levels, with three tracks. The levels reflect a progression in language acquisition according to difficulty and complexity. The first track emphasizes an analytical focus on the structure of English. The second track emphasizes listening, speaking, reading, and writing through repetition, dialogues, and other techniques. The third track concentrates on reading. A second program is the bilingual equivalency option, which consists of English composition, reading, and speech. This option is designed for bilingual students who have basic language competence but require further development in English rhetoric, vocabulary acquisition at the college level, and creative writing. The ESL reading courses were designed to meet the needs of students with limited English ability who were having difficulty in basic reading and study skills courses. For the ESL curriculum, a high priority is placed on scheduling courses that meet student needs. Course descriptions in English and Spanish and a list of tests for each course are appended. (SW)

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ESL:

Integration of English, Reading and Speech

by

Dennis Brown
Vicky Casey
Bill McClellan
Diane Starke

of

El Paso Community College
El Paso, Texas

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NOTE: The term ESL English refers to the teaching of English in English as a Second Language classes. The term English denotes the discipline. Speaking, listening, reading and writing are taught in the ESL English courses. The term English was used, rather than writing, because it is more comprehensive in its description of the courses. In the same way, ESL Speech refers to the teaching of Speech in English as a Second Language classes, and ESL Reading the teaching of Reading in English as a Second Language Classes.

Overview

The English as a Second Language (ESL) curriculum at El Paso Community College evolved over several years, culminating in the offering of the Basic Competence Program in the Fall of 1979, and the Bilingual Equivalency Option Program in the Fall of 1980. Currently there are over 2500 enrollments in these two programs. This translates into over 800 students. (see Appendix A) The Basic Competence Program was designed around twelve courses: eight ESL English courses and four ESL Reading courses. (see Appendix B) The Bilingual Equivalency Option Program was built around four courses: two ESL English courses, one ESL Reading course and one ESL Speech course. (see Appendix C)

Students take the ESL Diagnostic Placement Test and are placed into the level which will benefit them the most. They are able to take a full load of ESL courses, so they are studying English for 3 hours every day. This semi-intensive approach yields excellent language development. The English as a Second Language curriculum at El Paso Community College focuses on the four communication skills: speaking, listening, reading, and writing.

Complementing the program's strong curriculum foundation is the scheduling process. Two key factors were considered when marketing the program: location and time. In addressing the first factor, location, every effort was made to offer the programs at convenient locations, realizing that transportation poses a problem for some students. Currently the programs are available at the Valle Verde, Transmountain and Rio Grande campuses of the college and Bowie High School. Projected service areas include communities in El Paso's upper and lower valleys, as well as on-site teaching in community housing projects.

Concerning time, most day courses were scheduled between 9:00 am and 2:00 pm. This time scheduling helps accomodate the many students who need to get children off to school in the morning, and be home when children are released from school in the afternoon. This time frame was also convenient for students riding city busses. Night classes begin at 5:30 and end at 9:20, Monday thru Thursday evenings.

With respect to the attrition rate in the ESL program, slightly less than 20% of the students enrolled in the Basic Competence program fail to complete the

semester. Reasons for students dropping or being withdrawn include: getting a job, change in work schedule, conflict at home, transportation, failure to apply oneself and poor attendance. Of the students who do finish the semester, 90% receive a grade of C or better. The 10% who receive a grade lower than C are encouraged to repeat the level. The introduction of a non-punitive no credit progress grade in the Fall of 1982 will support the efforts to recycle students, without having to assign them the stigma of a failing grade. The ESL Program is competency based. Realizing that students do not master language development competencies at the same rate, the recycling effort is an important component of the program. The attrition rate for the reading track is slightly over 10%. Approximately 90% of the students who complete the reading track earn a grade of C or better.

The attrition rate for students enrolled in the Bilingual Equivalency Option is close to 25%. This percentage can be compared to a 40% rate in English 3110 (equivalent to level 5) and 30% in English 3111 (equivalent to level 6). Students enrolling in English 3112 following completion of level 6 compete well with monolingual English students who have matriculated through the normal freshman English program (English 3110 and 3111), and in some cases have a higher skill level.

Currently there are five full-time ESL English instructors, five full-time Reading instructors and two full-time Speech instructors teaching in the ESL program. Twenty-five part-time ESL English instructors and eighteen part-time Reading instructors teach in the program. Full-time instructors are required to possess a Masters degree, preferably in applied linguistics, while most part-time instructors also possess Masters degrees.

English as a Second Language classroom instruction is supported by two fully equipped language labs. Students are not required to spend time in the lab on their own, however, 70% of the students do utilize the lab facilities. Each class spends roughly one hour per week in the lab. A reading lab is also available.

This paper briefly discusses the ESL English, Reading and Speech courses. Special attention is given to the integration of these three disciplines into comprehensive language development programs.

ESL English

El Paso Community College's English as a Second Language Basic Competence Program has as its goal the students' recognition and accurate generation of the basic structures of the English language. These basic structures include the basic sentence types: simple, compound, and complex in their declarative and interrogative, affirmative and negative modes; the tense system, both simple and continuous, active and passive; and the basic phonology and morphology of the language. (see Appendix D)

The program is designed to recognize and to take into account the following conditions of learning. First, there is learner aptitude, which is thought of in John Carroll's terms: "Aptitude is the amount of time required by the learner to attain mastery of a learning task." We have found that the student market requires approximately four semesters to achieve basic competence, influenced as our market is by the students' limited past learning experiences and their passive, rather than active, approach to learning. Secondly, there is learner effort and perseverance. Many of the students, again, think of learning in the "teacher as pitcher, student as empty glass" form. Effort and perseverance are often suprising requirements for them. Thirdly, there is quality of instruction, which is individual, but which we have tried to influence positively by providing a systematic, thorough, and intensive program developed sequentially in the four skill areas of listening, speaking, reading, and writing. Finally, there is the opportunity for learning afforded. Given the three preceeding factors, and particularly, given the specific student market, reinforcement and repetition were built into the program in the recognition that language use is a system of symbolic habits which needs to be established, and, in the case of second language learning, which must constantly counter and overcome first language interferences. As Mark Twain said, "Habit is habit, and not to be flung out of the window by any man, but coaxed downstairs a step at a time."

This, then, is the rationale for the program. The Basic Competence Program itself consists of four levels, with three tracks. (see Appendix E) The levels

reflect a progression in language acquisition according to difficulty and complexity. The tracks reflect our appraisal of the students' learning needs and modalities. The first track called Practice and Analysis emphasizes an analytical focus on the structures of English. That is, using grammatical terms, the student learns about parts of speech, tenses, English word order, etc. The second track is called Integrated Skills. Here, there is an emphasis on listening, speaking, reading, and writing through repetition, drills, dialogues, etc. This track provides a, so to speak, "unconscious" reinforcement of the structures analyzed in the first track. Finally, track three is a reading track which recognizes the vital importance of reading for the students.

The second program in the English as a Second Language Curriculum is the bilingual equivalency option. It consists of four classes: two English composition classes, a reading class, and a speech class. (see Appendix F) Two semesters are required to complete the Bilingual Option. English 4110 and Reading 4105, when taken concurrently, are equivalent to English 3110, Freshman English, Part One, the expository paragraph. English 4111 and Speech 4101, when taken concurrently, are equivalent to English 3111, Freshman English, Part Two, the expository theme. Because some of the students are still struggling with academic English, these English courses are intended to meet the needs of the bilingual student who has achieved an advanced degree of basic language competence while still requiring further development in the areas of English rhetoric, vocabulary acquisition at the college level, and creative writing skills. The reading course provides college level skills. The speech course provides a much needed individualized emphasis on pronunciation and effective oral communication.

ESL Reading

The ESl Reading courses began primarily because many students with limited English ability were enrolling in Basic Reading and Study Skills courses. These courses proved to be very difficult for these students. The curriculum initially included one ESL Reading course, however this was inadequate because the students

were at many levels with different abilities. In conjunction with the ESL discipline the current four level, three track curriculum was developed.

The Reading courses are competency-based. Each student is pre-tested and post-tested using the Nelson Reading Test. Students must gain a minimum of two years in reading level in each course. They must be reading at the exit level in order to proceed to the next course.

The ESL Reading classes both complement and supplement the ESL courses. With the Reading course, each student receives three hours of English instruction per day. In addition, the ESL Reading courses emphasize skills which are not covered in the English classes. The skills are organized sequentially and include the following:

vocabulary skills: basic sight words, synonyms, antonyms, homonyms, context clues, word analysis, and sentence writing

comprehension skills: following directions, main idea, details, sequence, drawing conclusions and interpretation

other skills: alphabetical order, vowel and consonant sounds, spelling, contractions, syllabication, plurals, dictionary skills, summarizing, and outlining.

The students also receive individualized instruction in the Reading Lab.

The Bilingual Equivalency Option Reading class stresses vocabulary development, sentence and paragraph analysis, main idea, supporting details, context clues, stems and affixes, making inferences and judgments, and comprehending unsimplified prose, fiction and nonfiction. Students must be reading at grade seven when they enter the course and strive to attain tenth grade reading level upon the course's completion.

ESL Speech

The ESL Speech course is linguistically based, recognizing that the study of language is systematic, naturally affected by its context, and required in every major activity in which humans are engaged. The course is humanistic and centers on the individual's growth through change that is generated internally from the students' responsibility, ambition, and desire for fulfillment; and externally through varied interpersonal interactions in the class sessions.

Three major objectives have been identified for the ESL Speech course:

1) To develop the student's acquisition of the vocabulary and oral style necessary for effective oral communication.

2) To train the student to research, analyze, organize and deliver effectively structured oral messages.

3) To provide non-threatening experiences, exercises, lessons, role play situations, and related activities that rely on student performance for the development of oral skills.

Speech 4101 is one of two courses required in Level VI of the ESL Bilingual Equivalency Option for Freshman English. The course is taken concurrently with English 4111, and is structurally integrated into the ESL Bilingual Option Program.

The course provides integration of the language skills of writing, reading, speaking and listening, which are involved in the experiences of gathering and giving information. Review and practice with variations of word selection, sentence types, paragraphing techniques, and organizational methods provide the student with an awareness of a variety of options available for each communication experience.

Speech 4101 integrates Reading, English and Speech through the development of analytical thought processes. The result is the logical development and structuring of messages. Learning activities focus on developing an awareness of communication concepts, adapting learned facts from other classes, acquiring practical communication skills for conducting business in English, and the oral presentation of expository and persuasive messages.

Conclusion

The English as a Second Language programs at El Paso Community College are based on sound instructional methods. The success of the programs, measured in the competencies achieved by students exiting, as well as enrollment figures, suggests a stable language development curriculum. The programs' success has been further bolstered by two factors: (1) an instructional design that integrates English, Reading and Speech into language acquisition, and (2) a marketing strategy that places a high priority on scheduling which meets student needs. As semi-intensive language development training, the Basic Competence and Bilingual Option Programs are superior models.

APPENDIX A

English as a Second Language

Enrollment History*

	Fall '79	Spr '80	Sum '80	Fall '80	Spr '81	Sum '81	Fall '81	Spr '82
LEVEL I	446	522		599	399		601	582
LEVEL II	201	473		385	425	31	419	582
LEVEL III	234	422		403	444	41	566	533
LEVEL IV	140	276		226	319	68	295	527
LEVEL V				58	163	25	198	167
LEVEL VI					34	10	45	120
TOTAL	1,111	1,693		1,671	1,724	175	2,124	2,511

*includes enrollments for ESL, Reading and Speech classes

APPENDIX B

ENGLISH AS A SECOND LANGUAGE

Basic Competence Curriculum

The English as a Second Language Basic Competence Curriculum is designed to develop the beginning student's English language proficiency in the areas of listening, speaking, reading, and writing. The plan of study consists of 12 courses divided into three tracks and four levels. All courses in a level are corequisites and should be taken concurrently. The student enters the program by taking the ESL Placement/Diagnostic Examination.

Inglés como Segundo Idioma

El plan de estudios de *capacitación* en Inglés como Segundo Idioma se ha diseñado para desarrollar la habilidad del alumno en los cuatro aspectos interrelacionados de escuchar, hablar, leer y escribir el idioma. El plan de estudios consta de doce cursos asignados a cuatro niveles, cada cual de tres ramos: gramática, integración práctica de habilidades, y lectura. Los tres cursos de cada nivel son corequisitos y deben tomarse juntos. El alumno ingresa en los cursos después de tomar un Examen Diagnóstico y de Asignatura.

***ENGL 4101. ENGLISH AS A SECOND LANGUAGE I.** **Credits 4.**
Elementary level course in English for the non-native speaker. Develops the student's language skills in the areas of listening, speaking, reading, and writing. Corequisites: ENGL 4102 and READ 4101. (3:2).

***ENGL 4101. INGLES COMO IDIOMA SECUNDARIO I.** **Créditos 4.**
Curso de inglés a nivel elemental para el parlante no nativo. Desarrolla en el estudiante las facultades de escuchar y hablar, y la destreza en la lectura y redacción. Corequisitos: ENGL 4102 y READ 4101. (3:2).

***ENGL 4102. ENGLISH AS A SECOND LANGUAGE PRACTICE AND ANALYSIS I.** **Credits 4.**
Elementary level course in basic English grammar for the non-native speaker. Practice and analysis of basic English structure. Prerequisite: Departmental test of English language proficiency. Corequisites: ENGL 4101 and READ 4101. (3:2).

***ENGL 4102. INGLES COMO IDIOMA SECUNDARIO, PRACTICA Y ANALISIS I.** **Créditos 4.**
Curso a nivel elemental de la básica gramática del inglés para el parlante no nativo. La práctica y el análisis de la básica estructura del inglés. Prerequisito: Prueba de pericia en el inglés administrada por el Departamento. Corequisitos: ENGL 4101 y READ 4101. (3:2).

***ENGL 4103. ENGLISH AS A SECOND LANGUAGE II.** **Credits 4.**
Advanced elementary level course in English structures for the non-native speaker. Further develops the student's language skills in the areas of listening, speaking, reading, and writing. Prerequisites: Departmental test of English language proficiency or ENGL 4101 and ENGL 4102. Corequisites: ENGL 4104 and READ 4102. (3:2).

***ENGL 4103. INGLES COMO IDIOMA SECUNDARIO II.** **Créditos 4.**
Curso a nivel elemental avanzado de la estructura del inglés para el parlante no nativo. Continúa el desarrollo en el estudiante de las facultades de escuchar y hablar, y la destreza en la lectura y redacción. Prerequisitos: Prueba de pericia en el inglés administrada por el Departamento o ENGL 4101 y ENGL 4102. Corequisitos: ENGL 4104 y READ 4102. (3:2).

***ENGL 4104. ENGLISH AS A SECOND LANGUAGE, PRACTICE AND ANALYSIS II.** **Credits 4.**
Advanced elementary level course in English structures for the non-native speaker. Further practice and analysis of basic English structure. Prerequisites: Departmental test of English language proficiency or ENGL 4101 and ENGL 4102. Corequisites: ENGL 4103 and READ 4102. (3:2).

***ENGL 4104. INGLES COMO IDIOMA SECUNDARIO, PRACTICA Y ANALISIS II.** **Créditos 4.**
Curso a nivel elemental de la estructura del inglés para el parlante no nativo. La práctica y el análisis adicional de la básica estructura del inglés. Prequisitos: Prueba de pericia en el inglés administrada por el Departamento o ENGL 4101 y ENGL 4102. Corequisitos: ENGL 4102 y READ 4102. (3:2).

***ENGL 4105. ENGLISH AS A SECOND LANGUAGE III.** **Credits 4.**
Intermediate level English language skills course for non-native speaker. Stresses listening, speaking, reading, writing. Prerequisites: Departmental test of English language proficiency or ENGL 4103 and ENGL 4104. Corequisites: ENGL 4106 and READ 4103. (3:2).

***ENGL 4106. ENGLISH AS A SECOND LANGUAGE, PRACTICE AND ANALYSIS III.** **Credits 4.**
Intermediate level course in English structures for the non-native speaker. Practice and analysis of basic English structure. Prerequisites: Departmental test of English language proficiency or ENGL 4103 and ENGL 4104. Corequisites: ENGL 4105 and READ 4103. (3:2).

***ENGL 4107. ENGLISH AS A SECOND LANGUAGE IV.** **Credits 4.**
Advanced level course in English structures for the non-native speaker. Further develops the student's language skills in the areas of listening, speaking, reading, and writing. Prerequisites: Departmental test of English language proficiency or ENGL 4105 and ENGL 4106. Corequisites: ENGL 4108 and READ 4104. (3:2).

***ENGL 4108. ENGLISH AS A SECOND LANGUAGE, PRACTICE AND ANALYSIS IV.** **Credits 4.**
Advanced level course in English grammar for the non-native speaker. Analysis and practice of new elements of grammar. Prerequisites: Departmental test of English language proficiency or ENGL 4105 and ENGL 4106. Corequisites: ENGL 4107 and READ 4104. (3:2).

*Also see Corequisite course descriptions for Reading.

***READ 4101. READING FOR THE FSL STUDENT I.** **Credits 4.**
Designed for the non-native English speaker to practice and comprehend basic characteristics of the English sound system and reading readiness skills. Speech patterns will be practiced in order to prepare for simple listening tests. Short oral dialogues will develop stress, rhythm and intonation. Basic study habits will also be included. Prerequisite: ESL departmental test of English language proficiency. Corequisites: ENGL 4101 and ENGL 4102. (3:2).

***READ 4101. LECTURA PARA EL ESTUDIANTE DE ESL I.** **Créditos 4.**
Elaborado para que el parlante no nativo practique y comprenda las caracteristicas básicas del sistema sonoro del inglés y las destrezas en la lectura preparativa. Se practicarán las pautas del habla en aprontamiento para pruebas sencillas de la facultad de escuchar. Se presentarán diálogos orales cortos para desarrollar el estrés, ritmo, y la entonación. Se abarcarán también los hábitos básicos de estudiar. Prerequisito: Prueba de pericia en el inglés administrada por el Departamento de ESL. Corequisitos: ENGL 4101 y ENGL 4102. (3:2).

***READ 4102. READING FOR THE ESL STUDENT II.** **Credits 4.**
Students will develop reading-readiness skills and phonic awareness. Vocabulary and reading comprehension will be stressed. Prerequisite: ESL departmental test of English language proficiency or READ 4101. Corequisites: ENGL 4103 and ENGL 4104. (3:2).

***READ 4102. LECTURA PARA EL ESTUDIANTE DE ESL II.** **Créditos 4.**
El estudiante desarrollará sus capacidades en la lectura preparativa y su conciencia fonética. Se enfatizará el vocabulario y la comprensión de la lectura. Prerequisito: Prueba de pericia en el inglés administrada por el Departamento ESL o READ 4101. Corequisitos: ENGL 4102 y ENGL 4014. (3:2).

***READ 4103. READING FOR THE ESL STUDENT III.** **Credits 4.**
Students will develop vocabulary and interpretive reading comprehension. Prerequisites: ESL departmental test of English language proficiency and third to fifth grade reading level or READ 4102. Corequisites: ENGL 4105 and ENGL 4106. (3:2).

***READ 4104. READING FOR THE ESL STUDENT IV.** **Credits 4.**
Students will develop cognitive ability in reading and vocabulary. Prerequisites: ESL departmental test of English language proficiency and fifth to seventh grade reading level or READ 4103. Corequisites: ENGL 4107 and ENGL 4108. (3:2).

APPENDIX C

Bilingual Option for Freshman English

The English as a Second Language Bilingual Option for Freshman English is designed for the bilingual student who has achieved an advanced degree of basic language competence. The courses develop the student's proficiency in rhetoric at an academic level in the areas of speaking, reading, and writing. The program consists of four courses divided into two tracks and two levels. All courses in a level are corequisites and should be taken concurrently. The student enters the program by taking the ESL Placement/Diagnostic Examination. ENGL 4110 and READ 4105 when taken concurrently are equivalent to ENGL 3110. ENGL 4111 and SPCH 4101 when taken concurrently are equivalent to ENGL 3111.

Opción Bilingüe para Inglés de Primero

La opción bilingüe para Inglés de Primero se ha disenado tomando en cuenta al alumno que ha logrado cierta pericia básica en el idioma inglés. Los cursos desarrollan la aptitud retórica del alumno en los cuatro aspectos de escuchar, hablar, leer y escribir el idioma a un *nivel universitario*. El plan de estudios consta de cuatro cursos asignados a dos niveles, cada cual de dos ramos respectivamente. Los dos cursos de cada nivel son co-requisitos y deben tomarse juntos. El alumno ingresa en los cursos después de tomar el Examen Diagnóstico y de Asignatura. Los cursos de ENGL 4110 y READ 4105, al tomarse juntos, equivalen al curso de ENGL 3110. Los cursos de ENGL 4111 y de READ 4101, al tomarse juntos, equivalen al curso de ENGL 3111.

***ENGL 4110. ENGLISH AS A SECOND LANGUAGE, FUNDAMENTAL COMPOSITION.** **Credits 4.**
A basic course in writing and composition for advanced bilingual students of English as a Second Language. Review and practice with sentence types and other elements of structure and vocabulary. Development of writing skills in expository writing prose and the organization of the paragraph. Prerequisites: Departmental test of English language proficiency or ENGL 4107 and ENGL 4108. Corequisite: READ 4105. When taken concurrently with READ 4105 this course satisfies the ENGL 3110 requirement. (3:2).

***ENGL 4111. ENGLISH AS A SECOND LANGUAGE, EXPOSITORY COMPOSITION.** **Credits 4.**
A basic course in the organization and writing of expository composition for advanced bilingual students of English as a Second Language. Review of the elements of paragraph organization. Introduction to and practice with logical methods of organization and techniques for the structured development of ideas in prose. Prerequisite: Departmental test of English language proficiency or ENGL 4110 and READ 4105. Corequisite: SPCH 4101. When taken concurrently with SPCH 4101 this course satisfies the ENGL 3111 requirement. (3:2).

*Also see Corequisite course descriptions for Reading and Speech Communication.

Nota: Los alumnos que deseen assistir a tiempo completo deberan seleccionar cursos adicionales, apropiados a sus habilidades, de su plan de estudios individual.

***READ 4105. ENGLISH AS A SECOND LANGUAGE: INTERPRETIVE READING DEVELOPMENT.** **Credits 4.**
An intensive course in the development of reading comprehension and vocabulary skills at the college level for advanced bilingual students of English as a Second Language. Develops the ability to read and interpret a wide variety of unsimplified prose. Systematically and thoroughly develops a vocabulary useful in academic studies. Prerequisite: ESL departmental test of English language proficiency or READ 4104. Corequisite: ENGL 4110. When taken concurrently with ENGL 4110 this course satisfies the ENGL 3110 requirement. (3:2).

*Also see Corequisite course descriptions for English as a Second Language.

***SPCH 4101. ENGLISH AS A SECOND LANGUAGE: SPEECH.** **Credits 4.**
A basic course in the organization and presentation of effective oral messages in English for advanced bilingual students of English as a Second Language. Develops the student's acquisition of the vocabulary and style necessary for effective oral communication. Trains the student to research, analyze, arrange, and deliver effective structured oral messages. Prerequisite: ESL departmental test of English language proficiency or ENGL 4110 and READ 4105. Corequisite: ENGL 4111. When taken concurrently with ENGL 4111 this course satisfies the ENGL 3111 requirement. (3:2).

*Also see corequisite course descriptions for English as a Second Language.

APPENDIX D

INSTRUCTIONAL OBJECTIVE SPECIFICATIONS: SKILLS AND STRUCTURE

LISTENING	SPEAKING	READING	WRITING

1. SENTENCE TYPES

SIMPLE -DECLARATIVE
COMPOUND -DECLARATIVE:NEG.
COMPLEX -INTERROGATIVE
-INTERROGATIVE:NEG.

2. TENSE SYSTEM

	ACTIVE VOICE		PASSIVE VOICE	
	Simple	Continuous	Simple	Continuous
PRES				
PAST				
FUT				
PRES PERF				
PAST PERF				
FUT PERF				

MODAL AUXILIARIES:

SIMPLE				
PRES PERF				

3. VOCABULARY

CLOSED CLASS	OPEN CLASS
a. Determiners	a. Nouns
b. Pronouns	b. Verbs
c. Relators	c. Adjectives
	d. Adverbs

4. PHONOLOGY

5. MORPHOLOGY

6. SYNTAX

NOUN PHRASE	VERB PHRASE

ENGLISH AS A SECOND LANGUAGE - BILINGUAL OPTION FOR FRESHMAN ENGLISH

LOGICAL METHODS OF THE ORGANIZATION OF IDEAS

....IN WRITING .... IN READING ....IN SPEAKING

VOCABULARY DEVELOPMENT

MECHANICS & FORMAT

PRESENTATION & STYLE

APPENDIX E

Basic Competence Program

(layout and textbooks)

TRACKS

LEVELS			
	ENGLISH 4101 1. WELCOME TO ENGLISH - BOOK 2 2. FOUNDATIONS FOR READING & WRITING - BOOK 2	ENGLISH 4102 1. REGENTS ENGLISH WORKBOOK: BOOK 1 2. REGENTS ELEMENTARY READER IN ENGLISH (tapes) 3. BLACK BEAUTY (illustrated reader)	READING 4101 1. READING 1200 (Steck-Vaughn) 2. READING 1300 (Steck-Vaughn)
	ENGLISH 4103 1. WELCOME TO ENGLISH - BOOK 3 2. FOUNDATIONS FOR READING & WRITING - BOOK 3	ENGLISH 4104 1. REGENTS ENGLISH WORKBOOK: BOOK 2 2. REGENTS EASY READING SELECTIONS (tapes) 4. THE CALL OF THE WILD (illustrated reader)	READING 4102 1. READING 1400 (Steck-Vaughn) 2. READING 1500 (Steck-Vaughn) 3. SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS
	ENGLISH 4105 1. WELCOME TO ENGLISH - BOOK 4 2. FOUNDATIONS FOR READING & WRITING - BOOK 4	ENGLISH 4106 1. REGENTS ENGLISH WORKBOOK: BOOK 3 2. COMMUNICATION & CULTURE (first half of book)	READING 4103 1. DISCOVERING AMERICAN ENGLISH: READING 2. READING 1600 (Steck-Vaughn)
	ENGLISH 4107 1. WELCOME TO ENGLISH - BOOK 5 2. EXTRA DRILLS & EXERCISES ERIC/CSL:Rowland 7/81	ENGLISH 4108 1. ESL GRAMMAR WORKBOOK 2 2. COMMUNICATION & CULTURE (second half of book) (see reverse)	READING 4104 1. READING SKILLS FOR SUCCESSFUL LIVING 2. REACTIONS 3. REACTIONS (Workbook)

APPENDIX F

Bilingual Equivalence Option Program

(layout and textbooks)

TRACKS

LEVELS			
	ENGLISH 4110 1. AMERICAN ENGLISH RHETORIC: A Writing Program in English as a Second Language 2. READING FOR RHETORIC: Applications to Writing 3. WEBSTER'S NEW WORLD DICTIONARY, (2nd. edition)	----------COREQUISITE----------	READING 4105 1. READ SKY AT MORNING 2. WORD CLUES BOOK X 3. READER'S CHOICE
	ENGLISH 4111 1. AMERICAN ENGLISH RHETORIC: A Writing Program in English as a Second Language 2. READING FOR RHETORIC: Applications to Writing 3. WEBSTER'S NEW WORLD DICTIONARY, (2nd. edition)	----------COREQUISITE----------	SPEECH 4101 1. THE SOUNDS OF AMERICAN ENGLISH